

Bewley Primary School

Low Grange Avenue, Billingham, County Durham, TS23 3LH

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is consistently good and some is outstanding. Work is extremely well matched to pupils' individual needs and lessons have a brisk pace. As a result, pupils make good progress in their learning.
- Teachers use questions well and pupils are offered time to work in pairs and groups to investigate together. They are fully engaged by lively and exciting activities.
- The curriculum is vibrant. It helps pupils see the links that can be made between subjects and offers them many opportunities to write at length and practise their mathematical skills.
- Pupils' behaviour is good. In some lessons it is outstanding. Pupils say they feel very safe. Their attendance is above average.
- The headteacher has very skilfully involved all staff and leaders in the development of a whole-school ethos. There is strong teamwork. All staff consistently apply the school policies they have helped to write.
- At the end of the school's first year, leaders, including the governing body, skilfully reviewed teaching and pupils' attainment and progress. As a result, improvements have been made and the school has quickly established itself as a good and improving school.

It is not yet an outstanding school because

- While pupils' attainment is broadly average overall, the gap in attainment is too wide between pupils known to be eligible for the pupil premium and other pupils in the school.
- In the Early Years Foundation Stage, children have too few opportunities to follow their own interests in activities that will help develop their independence, thinking and imagination.
- While the headteacher is very clear in his analysis of the quality of teaching, not all leaders are so skilful in understanding how well teaching helps pupils to learn and make progress.
- The school's systems to track pupils' attainment and progress, including in the Early Years Foundation Stage, are not yet used well enough to check the progress of all groups of pupils.

Information about this inspection

- The inspectors had meetings with staff, groups of pupils and the Chair of the Governing Body. The lead inspector also spoke to the school's local authority Improvement Adviser.
- The inspectors looked at a range of evidence including: the school's improvement plan; the school's data relating to pupils' progress; monitoring reports; the work pupils were doing in their books; and the school's documentation relating to safeguarding.
- The inspectors observed teaching and learning in 19 lessons taught by 16 teachers and listened to a group of pupils read. In addition, the inspectors made a number of short visits to lessons.
- The headteacher conducted three joint observations of lessons with the inspectors. The inspectors also observed the headteacher reporting back to teachers on their findings regarding the quality of learning and pupils' achievement in lessons.
- The inspectors took into account the 30 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents and analysed the school's own questionnaire of parents' views.
- 48 staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Lesley Richardson

Additional Inspector

Nora Waugh

Additional Inspector

Full report

Information about this school

- This school is much larger than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from military service families) is average, although in some year groups it is significantly above average.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- There is a breakfast club as well as many lunchtime and after-school clubs which are managed by the headteacher and run voluntarily by staff.
- The school includes pupils who are dual-registered with a school for pupils with speech and language difficulties.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' progress and attainment.
- The school opened in September 2011 upon the closure of the infant and junior schools which previously existed separately on the site. It has been in the current building since September 2012.
- The headteacher has been in post since September 2011, having been head of the junior school that this school replaced.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, to further increase pupils' progress and attainment, particularly for those pupils who are known to be eligible for the pupil premium, by:
 - offering children in the Early Years Foundation Stage more opportunities to engage independently and together in activities which build on their own interests and are designed to develop independence, thinking and imagination
 - improving the skills of leaders and teachers in analysing the impact that teaching has on pupils' progress in lessons
 - developing the school's systems for tracking pupils' attainment and progress, including in the Early Years Foundation Stage, so that staff have a clear view of the ongoing progress of all groups of pupils.

Inspection judgements

The achievement of pupils

is good

- While there is wide range of ability, most children start school with skills that are well-below those typically expected for their age, especially in speech and language skills. Due to good teaching, children make good progress but their skills are still below average when they enter Year 1, especially in thinking, imagination and learning independently.
- As a result of good teaching in Key Stage 1, pupils' attainment at the end of Year 2 in 2012 was average in mathematics and slightly below average in English. However, the gap in attainment was too wide between those pupils who are known to be eligible for the pupil premium and other pupils in the school. Good, and occasionally outstanding, teaching in Key Stage 1, allied to a developing understanding of the needs of all groups of pupils, is helping pupils currently in Years 1 and 2 to close the gap but this is not yet eliminated.
- The school's data show that pupils in Year 6 in 2012 made good progress. As a result, their attainment at the end of Year 6 was average in the national tests in English and mathematics.
- As a result of good teaching, pupils currently in Year 6 are making good progress. This is a year group with a high proportion of disabled pupils, pupils who have special educational needs and pupils who are known to be eligible for the pupil premium. A greater proportion of Year 6 pupils than in 2012 are working at or above the standards expected for their age in English and mathematics.
- Progress in reading is consistently good. This is as a result of both work which is accurately matched to pupils' individual needs and of good teaching, by all teachers and teaching assistants, of how to link letters and sounds (phonics). This helps pupils read words with which they are unfamiliar. There is also a clear focus on helping pupils to enjoy books and read more at home and in school.
- Disabled pupils and those with special educational needs make good progress from their starting points. Indeed, in 2012, pupils supported at school action or with a statement of special educational needs made excellent progress and had attainment which was significantly higher than similar pupils across the country.
- In 2012, the attainment of pupils who are known to be eligible for the pupil premium was below average in reading, writing and mathematics and below other pupils in the school at the end of Year 6. They are one year behind other pupils in the school in reading and writing and half a year behind in mathematics. As a result of efforts by the school to improve the quality of teaching, the gap is closing, but not yet eradicated, for these pupils.
- Pupils who are dual-registered with the school for pupils with speech and language difficulties make good progress because the school liaises closely with teachers at the other school and a member of the special educational needs team visits regularly to ensure their learning needs are met in both schools.

The quality of teaching

is good

- Teachers are very skilful at making sure that they set work at the right level for pupils of all abilities. They explain clearly what pupils are to learn and guide them through ways to do tasks. Teachers ask questions which encourage pupils to think hard and explain their ideas, and they use their answers to reshape work during lessons. Teachers regularly check pupils' understanding and offer harder work as the lesson progresses.
- Lessons are stimulating, have interesting topics and a range of exciting activities, and move at a quick pace. There are many extremely well-planned opportunities for pupils to talk together and work in teams to explore, investigate and solve problems. Teachers use interactive whiteboard technology very well so they can show pupils clearly what they are to learn and check their understanding. All of these excellent approaches were seen in outstanding teaching of mathematics in Year 1 and 2.
- While not all lessons are conducted so briskly or engage pupils so rapidly, all teachers are good

teachers and know how to engage, challenge and support pupils. Teaching assistants are also very skilled and contribute strongly to the good progress that all pupils make. The consistently good teaching has not yet had time to raise attainment across the school.

- Teachers use pupils' reading and the many exciting topics they cover in a range of subjects, as the starting point for writing activities. As a result, pupils write regularly and at length in English and in subjects across the curriculum. Progress is becoming more rapid. In Years 5 and 6 there are excellent examples of pupils writing extended fantasy stories and detailed accounts based on Greek myths.
- Pupils' work is regularly marked and helpfully tells them how successful they have been in their work and how to improve it. Teachers give pupils time to act upon any advice they give. Pupils have clear targets which help them know how to succeed in individual pieces of work and how to move to the next level in their learning.
- In the Early Years Foundation Stage, there are too few chances for children to follow their own interests and develop independence, thinking skills and imagination in problem-solving and creative activities.

The behaviour and safety of pupils are good

- Pupils are very proud of their new school and the new building, ensuring it is kept tidy and clean. They also enjoy the fact that there are children from Nursery age to Year 6 in the school and older pupils enjoy looking after and playing with the younger children. Indeed, pupils plan break and lunchtime activities, including dancing together, which help pupils to play well together. They also learn to play and socialise in the breakfast and after-school clubs.
- Pupils have responsibilities as playground play leaders and 'buddies' and the school council was responsible for organising the ceremony to celebrate the school's opening in October. However, council members say that it is a while since they met together.
- Teachers have planned together to agree a consistent approach to managing pupils' behaviour. This has ensured that pupils know the clear guidelines they have to follow. While the great majority of pupils behave well all the time, this new system of rewards and sanctions helps the few pupils who find good behaviour difficult, to behave well most of the time.
- Pupils are very aware of different types of bullying, including racist and cyber-bullying. They say that there is very little bullying and any rare instances are dealt with quickly and effectively by adults in the school.
- Pupils' attendance is above average because the school has clear procedures to support families and encourage them to send their children to school regularly. It is also above average because pupils enjoy school: their lessons are exciting and engage and interest them. Pupils are determined to do well in their lessons and they present their work very neatly.

The leadership and management are good

- The headteacher has been highly successful in establishing a new school which has a distinct ethos and in which all staff and governors have high expectations and are determined to make the school even better.
- He has skilfully used the expertise of teachers from the previous schools to plan whole-school initiatives. This is evident in the way that expertise in teaching reading and developing writing has been shared across school.
- All staff have been involved in drawing up all policies and in creating a shared approach to teaching, behaviour management and the curriculum. As a result, all are strongly committed to the school and its further development. Training has been used well to ensure that improvements have been clearly understood and consistently applied.
- The headteacher has a very clear view of the school's strengths and the areas where it needs to improve further. With other leaders, including governors, he has analysed the school's performance since its opening. As a result, there is now a clear focus on meeting the needs of

those pupils who are known to be eligible for the pupil premium and ensuring that they make more rapid progress. These developments show the school's strong commitment to promoting equal opportunities and tackling discrimination for pupils who have a wide range of abilities and individual needs.

- The headteacher has a very clear view of how teaching helps pupils to make progress and offers clear advice to teachers about how to improve. This has ensured that teaching across school is consistently good. Other leaders are not yet so skilled in monitoring the quality of teaching. They focus too much on what teachers do in lessons rather than how pupils are learning and the progress they are making.
- Teachers use well the available information about pupils' progress and attainment to plan work for individuals and groups of pupils in their lessons. However, the information, including in the Early Years Foundation Stage, is not yet used well enough by staff to develop a full overview of the progress of all groups of pupils on an ongoing, regular basis. The system is not easily manageable or accessible to all leaders and staff.
- The stimulating curriculum provides many opportunities for pupils to develop their spiritual, moral, social and cultural awareness and to appreciate the natural world through the use of the local woodland and seaside. Pupils are helped to see the links between subjects. They study history and science in depth, apply their skills across a range of subjects, and are excited by their learning.
- Performance management is clearly focused on raising attainment, increasing the rates at which pupils make progress and improving the quality of teaching. Staff are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done. Leaders set targets for teachers and pupils which are demanding enough to ensure pupils' progress rapidly increases.
- The local authority works effectively with the school, helping it to establish itself as a new school and manage its establishment in a new building. It has offered helpful advice on how to improve the quality of teaching and this is beginning to improve pupils' progress and raise attainment.
- **The governance of the school:**
 - The governing body has quickly established itself under the skilful leadership of the previous and current Chairs of the Governing Body. It has ensured that all requirements, including financial matters, safeguarding and health and safety are firmly in place. Governors have a clear understanding of school data and know that the gap between those pupils who are known to be eligible for the pupil premium and other pupils in school is too wide. As a result, they have very clear procedures in place to monitor its use and its impact on pupils' achievement. These issues show the governing body's detailed understanding of the school's strengths and areas for improvement. There is a clear balance between the challenge and support it offers to school leaders. Governors ensure that staff are trained appropriately to keep pupils safe and free from harm, as well as to improve their teaching skills.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136093
Local authority	Stockton-on-Tees
Inspection number	400267

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	The governing body
Chair	Elaine Barrett
Headteacher	Steve Aistrup
Date of previous school inspection	Not previously inspected
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